

STATE OF INDIANA

# Indiana Department of Child Services

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## Older Youth Services Service Standards

7/1/20

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## I. GENERAL REQUIREMENTS FOR CHAFEE OLDER YOUTH SERVICES

### A. Chafee Independent Living Services

The John H. Chafee Foster Care Program for Successful Transition to Adulthood (The Chafee Program) provides independent living services that consist of a series of developmental activities that provide opportunities for young people to gain the skills required to live healthy, productive, and responsible lives as self-sufficient adults. Independent Living Services should be seen as a service to young people that will help them successfully transition to adulthood, regardless of whether they end up aging out of the foster care system, are adopted, enter a guardianship, or are reunified. Independent Living Service delivery is based on the needs of the youth as identified by the youth and the life skills assessment following the youth's referral for services. Youth receiving older youth services must participate directly in designing their program activities, accept personal responsibility for achieving interdependence, and have opportunities to learn from both positive and negative experiences.

Services should be provided according to the developmental needs and differing stages of interdependence of the youth but should not be seen as a single event, but rather as a series of activities designed over time to support the youth in attaining a level of self-sufficiency that allows for a productive adult life. Services should address all of the preparatory requirements for interdependent adulthood and recognize the evolving and changing developmental needs of the adolescent. Independent Living Programs are designed to assist young people by advocating, teaching, training, demonstrating, monitoring and/or role modeling new, appropriate skills in order to enhance self-sufficiency. Services must allow the youth to develop independent living skills based on the youth's needs as identified through the independent living assessment and other supportive assessments as youth emerge into adulthood.

### B. Program Description

The Indiana Department of Child Services, Older Youth Initiatives team implements The Chafee Program services to eligible youth, called Older Youth Services (OYS). OYS is comprised of - Independent Living Service - (OYS), Extended Foster Care Program - Collaborative Care and Chafee Voluntary Independent Living Services. The focal points of OYS are to increase youth voice, offer the opportunity to practice interdependence as well as gaining the skills to build the youth's own social capital. OYS is designed as a continuum of care beginning at age 16 with extension of foster care until the youth turns 21 years of age and voluntary services a safety net for older youth from age 21 until the youth turns 23. However, as a youth-focus system, youth shall plan their own pathway to successful adulthood.

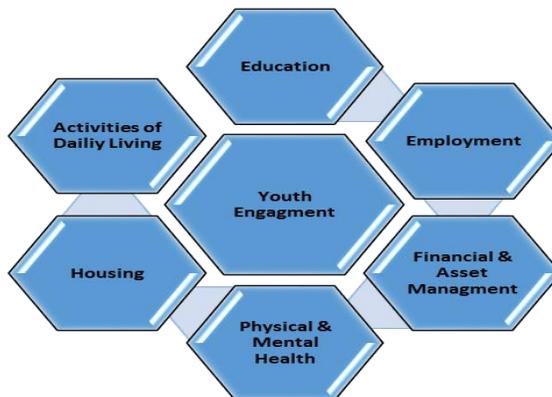


The Older Youth Services Brokerage of Resources model is the desired practice model for case managing older youth in foster care and is built upon six foundational pillars: Youth Voice; Social Capital; Relational Permanency; Authentic Youth-Adult Partnerships; Teachable Moments and Adolescent Brain Research.

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The program goal is to help youth practice living interdependently to gain the skills and knowledge needed as they transition successfully into adulthood.

Youth are to demonstrate application of their learned knowledge and skills in the OYS outcome areas represented by the following diagram



The primary purposes of the OYS program are:

1. Identify youth who are expected to remain in foster care until their 18th birthday or after and assist them in make the transition to self-sufficiency.
2. Help identified youth receive necessary education, training, and services to overcome potential barriers to employment.
3. Help youth prepare for and enter post-secondary education and/or training institutions.
4. Provide personal and emotional support for youth aging out of foster care.
5. Assist youth in locating and identifying community resources that will be available to the youth after DCS involvement has ended.
6. Encourage positive personal growth in older youth through “teachable moments.”

OYS are primarily focused on helping those youth who are expected to turn 18 in foster care, but the programs can be implemented concurrently with other goals like reunification and adoption. Chafee Voluntary Services are an extension of older youth services for youth who have “aged out” of the foster care system. These services are geared toward assisting former foster youth in the areas of housing, employment, and education.

### **C. Older Youth Services Delivery**

The service array is developed around the OYS outcome areas and is consistent with The Chafee Program service description as described in section A. OYS provides instruction and training to youth in out of home care that will help them successfully transition into adulthood and is not determined by their legal permanency plan as services should not be seen as an alternative to permanency.

Services are provided service provider according to the developmental needs and strengths of each youth. Youth are engaged in activities designed over time to support the youth in attaining a level of self-sufficiency that allows for a productive adult life.

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Services address all of the preparatory requirements for transition into adulthood and recognize the evolving and changing developmental needs of the youth. Older Youth Programs are designed to assist youth by advocating, teaching, training, demonstrating, monitoring and/or role modeling new, appropriate skills in order to enhance self-sufficiency based on the youth's needs as identified through the life skills assessment.

The Service Provider shall ensure that youth complete a life skills assessment to determine their strength and needs in the specified outcome areas. Upon completion of the life skills assessment, the Service Provider shall ensure a successful adulthood learning plan is developed with the youth to plan transition into adulthood. The Service Provider delivers services based on the youth strength, needs, and goals of their life skills assessment and learning plan. Youth receiving OYS must participate directly in designing their program activities, accept personal responsibility for achieving interdependence, and have opportunities to learn from both positive and negative experiences.

### Life Skills Assessment

The life skills assessment is a comprehensive assessment designed to engage youth in their transition into adulthood. Youth who need additional supports may require a supplementary assessments to assist youth with the enhancement of their learning plan.

Youth in foster care are required to complete a life skills assessment at age 16 or older determined by when the OYS referral is initiated. Completion of the assessment is as follows:

1. The life skills assessment is to be completed within **30 calendar days** of the initial OYS referral.
2. The life skills assessment must be completed with the youth
3. The life skills assessment must be shared with the youth, caregiver and the Department within **10 calendar day of completion**.
4. The life skills assessment must be completed annually

Supplementary assessments may include career assessments, post-secondary assessment, well-being assessment, parenting assessment etc. and must be approved by the department. The OYS providers are required to follow the assessment completion criteria when utilizing a supplementary assessment. Upon completion of the life skills assessment and supplementary assessment a comprehensive successful adulthood learning Plan must be developed with each youth based on the results of the assessments and the goals of the youth.

### Successful Adulthood Learning Plan

The Successful Adulthood Learning Plan (Learning Plan) is a written document detailing the goals, objectives and task youth will complete to develop and enhance skills in the outcome areas as they transition into adulthood. Learning plans are individualized and based on the strength and needs of the youth. The OYS providers assist youth with the development of the learning plan and it is based off the results of the life skills assessment, driven by the youth's input. The learning plan includes information on specific steps that will be taken to ensure that the youth's successful adulthood needs are met, including: Identifying the youth's need/goal, what activities will be done to help complete that goal, who is responsible for completing specific activities and expected dates of completion for each activity and goal. The learning plan must:

1. Be developed with the youth
2. Initially completed within **30 calendar days** of the youth's initial OYS referral.
3. Be reviewed monthly and during critical junctures within a youth life.

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4. Be updated annually and upon completion of the life skills assessment.
5. Be signed by the youth and the youth should receive a copy.

The learning plan is used as a tool to help teach older youth the planning and goal making process as well as a tool to document when task have been completed for the youth's individual case record. New objectives and task must be developed annually and if need during the review of the plan.

### Monthly Reporting:

The OYS monthly report is a document detailing the progress of the youth. The Service Provider is to specifically summarize the youth's goals in each outcome measure as defined in the learning plan. The report should provide information on what services and resources were provided to assist the youth in reaching their goals and how barriers have been addressed. The report should detail how the youth is progressing documenting their strength, needs and goals. The monthly report should document following:

1. Youth's demographics
2. Youth's social supports
3. How services were delivered including date, time and duration
4. What identified resources were provided
5. Youth accomplishments
6. Identified strengths and needs
7. Reflect the goals and objectives of the learning plan
8. Document progress towards each specific goal and objective of the learning plan

The monthly reports are due by the **10<sup>th</sup> of each month**.

*\*\*Note:* Completion of the life skills assessment, supplementary assessments, Learning Plan and Monthly Report must be recorded for National Youth Transition Database. These activities are reported by selecting "Independent Living Needs Assessment" in the NYTD web portal. The life skills assessment, supplementary assessments and learning plan will need to be submitted along with the monthly report. The Service Provider is responsible for ensuring all supporting documents are uploaded in the NYTD web portal. \*\*

The expectation of the Service Providers is to institute the brokerage of services model within their service delivery. The Service Provider will serve in the role of community resource broker for youth receiving older youth services. This role will focus on increasing the youth's skills in accessing services within their community and building support networks that will exist after DCS services end. The Service Providers need to first seek community resource providers to provide the direct services and/or complement services associated with the OYS outcome areas.

For service areas where there are limited community resources, providers must maintain documentation and develop a plan of how specific case management will be provided. Group service delivery may also be an option. The Service Provider must document the service gap within the region/county. An approved life skills curriculum may be used for group services. The curriculum must be pre-approved by the Older Youth Initiatives Manager or designee.

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## Older Youth Services

Youth, ages 16 through 20 will be referred to the OYS by the department. The Service Provider shall provide services that include individual guidance, case management, and soft skills as reflected in the Learning Plan. Youth must be given a life skills assessment (i.e., CLSA) to determine the appropriate services. These services may include, but are not limited to; locating tutorial services, self-esteem building, life interest explorations, and education in housing options, budgeting, money management, health care, transportation options, secondary and post-secondary education, and interpersonal relationship skills.

## Extended Foster Care – Collaborative Care

Youth 18 – 20 may be referred by a Collaborative Care Case Manager or Independent Living Specialist. Youth participating in Collaborative Care will continue to receive ongoing older youth services with additional placement options and supports. The Service Provider shall provide an intensive level of case management and resources to assist the youth with executing their learning plan.

## Voluntary Older Youth Services

Youth 18 and older may be referred to voluntary services. The Service Provider shall provide guidance on financial issues, assessment services, housing, health care, counseling, employment, education opportunities and other support services that are unique for the development of self-sufficiency. Services are provided on a voluntary basis. A voluntary agreement will be signed by the youth and service provider for case management services. This agreement outlines the services to be provided, the length of time expected for the service, and the plan for the youth's contribution. The youth must participate directly in designing their program activities, accept personal responsibility for achieving interdependence, and have opportunities to learn from experiences and failures. In addition, the Service Provider shall assist the youth with developing a Learning Plan that includes an operational plan describing how the young adult is going to assume responsibility once assistance ends.

Voluntary Services are delivery within 3 levels. Each level has increased support provided to assist the youth. The voluntary level of services are determined by the youth eligibility status. The eligibility status is determined by the age and how a youth exits foster care due to their legal permanency plan.

- Level 1: Case Management only
- Level 2: Case Management and Emancipation of Goods and Services
- Level 3: Case Management, Emancipation of Goods and Services, Room and Board

## Group Work and Events

Services may be delivered in a group setting or during events specific to the older youth services outcome measures to support direct experiential learning and skill development. Providers must provide details of the group activity and how the activity supports the youths' plan towards emerging into adulthood. Group work and events may be provided to special populations and / or specific youth to enhance service delivery and promote successful outcomes. The Service Provider shall document group work and events within individual monthly reports and during annual reporting.

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## Emancipation Goods and Services (EG&S)

- All youth ages 18 – 23 who are eligible to receive Chafee Voluntary Older Youth Services are also eligible to access EG&S funding.

Emancipation Goods and Services (EG&S) is a funding source not to exceed \$1500 and are for goods and services youth may need as they become independent of the system while making a safe and successful transition into adulthood. The Service Provider shall request EG&S funds on behalf of youth based on the youths' needs. EG&S funds must be approved by the IL Specialist on a dollar for dollar basis. The state approved form must be used to request needed funding for youth. Brokering services and linking youth to community resources should be considered when needs arise after initial start-up assistance.

Requests for items not listed on the EG&S form require pre-approval from the Older Youth Initiatives Manager or IL Specialist. Non-listed items purchased without prior approval will be an expense of the service provider and will not be paid through Chafee funds. **DCS will not reimburse taxes paid on items purchased through EG&S.**

Request for additional funds will be considered on a case by case basis by the Older Youth Initiatives Manager or IL Specialist and based on availability of funds. For youth receiving Chafee Voluntary Older Youth Services: The EG&S form is to be signed by an IL Specialist or Older Youth Initiatives Manager.

**Note:** This expenditure must be determined based on the specific needs of each youth, not on the amount available and based on availability of funds.

## Room and Board

- Youth must have turned 18 years of age while in foster care and they cannot have an open CHINS or JD/JS case. This includes:
  - Youth who move directly from foster care or a Collaborative Care placement into their own housing at age 18 up to age 23.
  - Youth who leave care voluntarily at age 18 or after without accepting assistance, but return prior to turning age 23.

Room and Board (R&B) expenses may be provided as start-up assistance, ongoing assistance and emergency assistance. These funds are contingent upon availability as well as verification of the youth's eligibility for voluntary services by the Independent Living Specialist. The Service Provider shall develop a housing plan with the youth prior to distributing R&B funding. This housing plan must detail housing sustainability, identify housing resources and supports. The housing plan must be documented in the youths file and uploaded in NYTD by the Service Provider.

Room and Board payments include a maximum lifetime cap of \$3,000 for assistance up to age 23. Youth may access this assistance as long as they continue to participate in case management services and receive SSI (Supplement Security Income through Social Security) or participate in a full or part time schedule of work (or are actively seeking employment) until the \$3,000 limit is exhausted.

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**Start-Up Assistance:** Start-up cost are expected to be a one-time payment and are made available when youth move into their first apartment. Start-up cost covers application fees, security deposit, first month's rent and utility installation fees. Utilities are limited to electric, gas, water and sewage.

**Ongoing Assistance:** Ongoing cost are identified as ongoing monthly rental assistance. This assistance will be tailored to the need to the youth. Youth who need the maximum assistance may access these funds using the payment guide below. While receiving Room and Board funds, youth are expected to make incremental payments toward their own housing and utility expenses beginning in the third month of assistance and should be prepared to accept full responsibility by the sixth month unless there are extenuating circumstances.

Requests for an extension of this capped amount will be considered on a case-by-case basis by DCS Older Youth Initiatives Manager or designee, based on availability of funds. Room and Board payments will only be made through a contracted service provider who is providing older youth case management services to the youth.

Payment Guide:

- Deposit and 1<sup>st</sup> and 2<sup>nd</sup> month's rent can be paid for youth
- Youth pays 25% of the rent the 3<sup>rd</sup> month
- Youth pays 50% of the rent the 4<sup>th</sup> month
- Youth pays 75% of the rent the 5<sup>th</sup> month
- Youth pays all of the rent the 6<sup>th</sup> month

**Emergency Assistance:** Emergency cost is a one-time payment for youth who present in an emergency or crisis situation. These situations are temporary or extenuating. Youth receiving emergency assistance will need to develop a crisis plan and agree to be placed in an alternative setting as available. Emergency Assistance must be approved by the Older Youth Initiative Manager or designee.

**Note:** Youth receiving Room and Board assistance and planning to attend a post-secondary institution may access Room and Board funds to obtain off-campus housing prior to beginning their post-secondary program. Deposits for housing on campus may be made through Room and Board funding. Education and Training Voucher (ETV) funds are available for housing for youth attending post-secondary institutions. Those attending school full-time or part-time may access the ETV Program at [www.indiananetv.org](http://www.indiananetv.org). If eligible for ETV funds, housing assistance must be accessed through this program and not Room and Board.

**Housing Options:** Potential housing options for youth accessing voluntary older youth services may include voluntary host homes with foster families, relatives other than biological or adoptive parents, or other adults willing to allow the youth to reside in their home with or without compensation (This setting does not require the same responsibilities as the Host Home placement type in Collaborative Care). Other housing options may include shared housing, single room occupancy, boarding houses, semi-supervised apartments, their own apartments, subsidized housing, scattered site apartments, and transitional group homes. Voluntary youth may also participate in local community housing programs through the housing authorities, or other identified homeless youth programs.

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\*\*Room and Board financial assistance must be reported through the NYTD web portal during the reporting period corresponding to disbursement of these funds. This service element is reported as “Room and Board Financial Assistance” and should NEVER be marked for wards in either traditional foster care or Collaborative Care\*\*

#### **D. Eligibility**

Youth in eligible foster care placements age 16 up to the day before the youth’s 21<sup>st</sup> birthday and eligible former foster youth age 18 up to the day before the youth’s 23<sup>rd</sup> birthday. The older youth services, collaborative care program, and voluntary services eligibility requirements are detailed below.

##### Chafee (IL) Older Youth Services:

- Youth ages 16 to 21 who are in foster care or a Collaborative Care placement as a CHINS or adjudicated a delinquent with a case plan establishing the need for older youth services.

##### Collaborative Care:

- Youth ages 18 to 21 who are in foster care or were formerly in foster care on the day of their 18<sup>th</sup> birthday and meet at least one of the eligibility requirements below:
  - Enrolled in a secondary education institution or a program leading to an equivalent credential, e.g., a youth age 18 and older is finishing high school or taking classes in preparation for a High School Equivalency (HSE) exam. OR enrolled in an institution which provides post-secondary or vocational education, e.g., a youth could be enrolled full-time or part-time in a university or college, or enrolled in a vocational or trade school.
  - Participating in a program or activity designed to promote, or remove barriers to employment, e.g., a youth could be in Job Corps or attending classes on resume writing and interview skills or working with an Older Youth Service provider on skills for Successful Adulthood.
  - Employed for at least 80 hours per month, e.g., a youth could be employed part-time or full-time, at one or more places of employment.
  - Incapable of performing any of the activities described above due to a medical condition documented in the youth’s case plan

##### Chafee Voluntary Older Youth Services:

Chafee Voluntary Services are continued case management and supports for who want to remain in services after their CHINS or Collaborative Care case has closed. Youth must meet the following requirements:

- Youth ages 18 to 23 who were formerly in foster care, in a Collaborative Care placement or adjudicated a delinquent between the ages of 16-18 that were returned to their own homes on a Trial Home Visit and remained a CHINS or adjudicated a delinquent with a case plan establishing the need for older youth services.
- Youth age 18 to 23 who were formerly in foster care or a Collaborative Care placement for a minimum of 6 months as a CHINS or adjudicated a delinquent between the ages of 16-18 under the supervision of the DCS and had a case plan establishing the need for older youth services.

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- Youth who are 18 to 23 who would otherwise meet the eligibility criteria above and who were in the custody of another state or were a “ward of another state” will be eligible if through the Interstate Compact for the Placement of Children there is a verification of wardship and all eligibility criteria from the state of jurisdiction.
- Youth age 16 to 23 that left foster care after obtaining 16 years of age and entered into a kinship guardianship or adoption.

Service Provider shall provide voluntary service to youth who turn 18 in foster care and do not meet the 6 month requirement indicated in the target population. For probation youth adjudicated a delinquent the county of residence must have an interagency agreement between the court and DCS relating responsibilities of each party for meeting all state and federal mandates.

### **E. Older Youth Services for Youth placed in Licensed Child Placing Agency (LCPA) Foster Homes, Residential Treatment Facilities, or Group Homes**

All youth are to start receiving Older Youth Services at age 16. If a youth is placed in a LCPA foster home, residential or group home, the agency/facility is responsible for providing older youth services as part of their per diem. Agencies/facilities shall refer to the Older Youth Services Protocol and the Older Youth Services Service Standards for instruction regarding Older Youth service delivery.

Based on a youth’s developmental age and skill set, agencies/facilities should provide at least one (1) to three (3) hours per week of Older Youth Services. Older youth services instruction should not include time spent solely on Activities of Daily Living. Experiential learning should be utilized based on youths’ behavioral and developmental needs and in conjunction with classroom, group or one on one instruction.

When appropriate, the majority of older youth instruction should be community-based learning. In addition, a portion of the older youth services must be in the community. Youth benefit from training that is community oriented, outside of a placement facility.

If Older Youth Services cannot be provided due to a critical behavior or developmental needs, the placement provider must document the youth’s current behavior and develop a plan to ensure older youth services are provide in the future. Youth who have approved Medicaid waivers are not required to receive Older Youth Services.

### **F. OYS Funded Services & Support**

There are specific services and supports that may be funded under the Chafee Program / Older Youth Services under or extended foster care / Collaborative Care. These funded services and supports may be used to eliminate barriers as youth transition into successful adulthood and gain self-sufficiency. These services are classified as Chafee Allowance. The Service Provider shall provide financial support based on the youths’ needs and / or upon the referral of the Department

Chafee allowance is available to youth that are at least 16 years of age and are in an eligible foster care or extended foster care placement. The Chafee allowance has a maximum annual expenditure of \$250 per fiscal year with the exception of the following categories:

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- Driver's Education: Maximum allowance of \$450
- Birthday: Maximum allowance of \$50
- December Holiday: Maximum Allowance of \$50

The chart below represent additional financial supports and services identified by budget type the Service Providers are able to fund based on the youths' needs and / or referral by the Department.

### Chafee Funded Categories

<b>Clothing</b>			
<b>Item</b>	<b>Budget Type</b>		
On-going Clothing	Budget 2		
School, work related or other needed uniform	Budget 1	Budget 2	
Prom Dress & Accessories	Budget 1	Budget 2	
<b>Bedding</b>			
<b>Item</b>	<b>Budget Type</b>		
Bed & Bedding	Budget 1	Budget 2	Budget 4
<b>Transportation</b>			
<b>Item</b>	<b>Budget Type</b>		
Bus Passes	Budget 1	Budget 2	Budget 4
Taxi	Budget 1	Budget 2	Budget 4
Gas Card	Budget 1	Budget 2	Budget 4
Car Insurance	Budget 1	Budget 2	Budget 4
Bicycle	Budget 1	Budget 2	Budget 4
<b>Supplies</b>			
<b>Item</b>	<b>Budget Type</b>		
School Supplies	Budget 1	Budget 2	Budget 4
Cell phone	Budget 2		Budget 4
Luggage	Budget 2		Budget 4
Groceries	Budget 2		Budget 4
Work Related Items	Budget 1	Budget 2	Budget 4
<b>Education</b>			
<b>Item</b>	<b>Budget Type</b>		
College Application Fee	Budget 1	Budget 2	Budget 4
Dorm Deposit Fee	Budget 1	Budget 2	Budget 4
Computer Hardware/Software	Budget 1	Budget 2	Budget 4
Class Pictures	Budget 1	Budget 2	Budget 4
Driver's Education	Budget 1	Budget 2	Budget 4
Tutoring	Budget 1	Budget 2	Budget 4

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Extra-Curricular Activities	Budget 1	Budget 2	Budget 4
SAT / ACT	Budget 1	Budget 2	Budget 4
Graduation Cap & Gown	Budget 1	Budget 2	Budget 4
TASC / GED / Adult Ed.	Budget 1	Budget 2	Budget 4
Other Electronic Devices (Laptop etc.)	Budget 1	Budget 2	Budget 4
Class Pictures	Budget 1	Budget 2	Budget 4
<b>Child Care (Parenting Youth Only)</b>			
<b>Item</b>	<b>Budget Type</b>		
<b>Child Care Expense</b>	<b>Budget 2</b>		
<b>Child Care Needs (Clothing, high chair etc.)</b>	<b>Budget 2</b>		
<b>Special Occasion Allowance (Only if youth is in a Supervised Independent Living Placement)</b>			
<b>Item</b>	<b>Budget Type</b>		
<b>Birthday</b>	<b>Budget 2</b>		
<b>December Holiday</b>	<b>Budget 2</b>		

### Referrals or Forms

Additional referrals or forms may need to be completed by DCS prior to the Service Provider distributing funds. These referrals or forms are as follow:

- **Global Services Referrals:** A global services referral may need to be completed under budget 1 or budget 2 with the following referral type.
  - **Clothing**
  - **Bedding**
  - **Driver's Education**
  - **Transportation**
  - **Prom**
  - **Education**
  - **Child Care**
  - **Birthday**
  - **December Holiday**
- **EGS Form:** An EGS form can only be completed for budget 4 requested funds and approved by ILS only. More about EGS can be found in section C, Older Youth Service Delivery.

### G. National Youth in Transition Service Elements and Outcome Survey

The National Youth in Transition (NYTD) reportable service elements are identified in the broker of services matrix highlighted in yellow and identified in bold. Please refer to these when submitting monthly reports through the web portal. All questions regarding reportable service elements should be directed to the NYTD email box: [dc snytd@dcs.in.gov](mailto:dc snytd@dcs.in.gov).

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### NYTD Service Elements

- Independent Living Assessment
- Academic Support
- Post-Secondary Educational Support
- Career Preparation
- Budget and Financial Management
- Health Education and Healthy Marriage Education
- Housing Education and Home management Training

The Service Provider shall provide information to youth on taking the NYTD outcomes survey. The provider will:

1. Ensure youth watch the “Take the NYTD Survey” informational NYTD video and are provided a NYTD flyer explaining the NYTD Survey during the intake process (<https://www.in.gov/dcs/2793.htm>)
2. Complete within **30 calendar days** of the youth’s initial OYS referral
3. Document and date on the intake form when the youth was provided NYTD information
4. Review taking the NYTD outcomes video annually and document on monthly report

The Service Providers shall update youth contact information monthly and collaborate with the NYTD service provider and the department on youth selected to complete the NYTD survey to ensure contact information is updated and surveys are being completed timely.

### **H. Youth Satisfaction Survey**

Service Providers shall ensure youth participating in services complete a youth satisfaction survey **30 days** prior to services ending for each older youth initiatives OYS program type. Service Providers are responsible for administering the youth satisfaction survey and managing the data.

### **I. Case Management**

Service Providers shall provide instruction, experiential learning, coaching, mentoring and monitor that the youth receives services that include, but are not limited to the following:

- Education
- Employment
- Financial and Asset Management
- Physical and Mental Health
- Housing
- Activities of Daily Living
- Youth Engagement

Service providers will collaborate and partner with community agencies to provide direct services to youth and ensure youth have the community resources needed as they emerge into adulthood.

The OYS provider provide direct case management to the youth and work closely with the youth to ensure the most appropriate services have been delivered. OYS providers should assist the youth with organizing and coordinating a network of activities, services and support designed to optimize the well-being and IL skills of youth transitioning into adulthood. Case Management should include the following functions:

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1. Youth Engagement
2. IL / Supportive Assessments
3. Learning Plan Development
4. Linkage to Additional Supportive Services and Resources
5. Monitoring Progress
6. Advocacy

Face to Face Contact

The OYS case manager will have ongoing face to face contact with youth based on the needs of the youth and as identified by the youths DCS case manager and child and family team.

**J. Older Youth Services Outcomes Area Matrix Guide**

The older youth services outcomes area matrix guide identifies each outcome areas results and NYTD related activities. The Service Providers shall use the matrix as a guide of delivering services based on the desired core competencies, youth outcomes, and service provider's responsibilities. The Service Providers are responsible for ensuring service delivery are meeting The Chafee Program federal NYTD requirements and services are being delivered to ensure successful transition into adulthood.

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## OLDER YOUTH SERVICES OUTCOMES MATRIX GUIDE

### OUTCOME AREA: EDUCATION

**Result:**

- Young people acquire sufficient education, advocacy skills and training to enable them to achieve their career and life goals.
- Educational and other institutions and agencies provide opportunities, encouragement and advocacy to increase youth’s achievement of educational goals.

**\*\*NYTD\*\***

All activities are identified in bold font listed under “**provider responsibilities**” are reportable as NYTD service elements.

CORE COMPETENCIES	YOUTH OUTCOMES	PROVIDER RESPONSIBILITIES
<p>Ability to succeed in school</p>	<p>Young people attain their educational goals and are knowledgeable about and understand the importance of:</p> <ul style="list-style-type: none"> <li>• Participating in educational activities including, but not limited to: tutoring, mentoring, extra-curricular activities, support programs, voluntary office hours with educational supports</li> <li>• Identifying when and if they require support services and how to seek out assistance that meets their needs</li> <li>• Resources for youth-specific connections for transitions (either in the educational and social community)</li> </ul>	<p>1. Assist youth in understanding different educational opportunities and supportive services and how to access those support services to aid in successful completion of educational goals</p> <p><i>Specific activities that the provider must complete include:</i></p> <ul style="list-style-type: none"> <li>a. Complete Educational Assessment</li> <li>b. Complete Education Plan <b>(academic support)</b></li> <li>c. Connect Youth to JAG programs or other supportive program. <b>(academic support)</b></li> </ul> <p><i>Other specific activities that providers may complete include:</i></p> <ul style="list-style-type: none"> <li>a. Working with the youth to identify connections for transitions between grade levels and school systems <b>(academic support)</b>. If applicable, helping the youth transition from high school to post- secondary education and/or training <b>(post- secondary educational support)</b></li> </ul>

		<ol style="list-style-type: none"> <li>2. Advocating to keep youth in school and in the school district that is familiar to the youth</li> <li>3. Advocating for youth to graduate from high school, unless high school graduation is not possible.</li> <li>4. Assist youth in assessing and sustaining tutoring services (<b>academic support</b>)</li> </ol>
<p>Ability to explore and select the right education setting for future success.</p>	<p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• How educational attainment links to future quality of life</li> <li>• Options for continuing education that will allow for the youth to gain employment within their specific areas of strengths and interest</li> </ul>	<ol style="list-style-type: none"> <li>1. Partner with youth, using tools that can be accessed through the school system or other reputable public access assessment resources, to assess specific strengths, needs, interests and barriers (<b>academic support</b>)</li> <li>2. Facilitate visits to institutions of higher education, including but not limited to colleges (<b>post-secondary educational support</b>), vocational/technical schools, beauty/barber colleges and administrative schools, apprenticeship/internship programs (<b>career preparation</b>)</li> <li>3. Assist the youth in exploring alternatives to classroom learning such as AmeriCorps, Job Corps and military service. (<b>career preparation</b>)</li> </ol>

<p>Secondary or Post-secondary Education and/or Training Planning</p>	<p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• The benefits of having future goals and ambitions during secondary education</li> <li>• The multiple tracks that young people can pursue during secondary education</li> <li>• Admission criteria to enter into post-secondary education and/or training program of choice</li> </ul> <p>Young people will demonstrate competency in:</p> <ul style="list-style-type: none"> <li>• Planning their curriculum and scheduling</li> <li>• Planning secondary education opportunities to meet short and long term goals</li> <li>• Applying to post-secondary education and/or a training program of choice</li> </ul>	<ol style="list-style-type: none"> <li>1. Expose youth to available educational opportunities (<b>post-secondary educational support, career preparation</b>)</li> <li>2. Provide education regarding the benefits of continuing education and/or training (<b>post-secondary educational support</b>)</li> <li>3. Refer the youth to post-secondary support programs, if applicable (<b>post-secondary educational support</b>)</li> </ol>
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<p>Awareness of Financial Support for Post-secondary Education</p>	<p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Identifying sources of financial assistance, including but not limited to: FAFSA, ETV, and 21<sup>st</sup>. Century Scholars</li> <li>• Determining which financial assistance/scholarship programs best meet their needs</li> </ul> <p>Young people will demonstrate competency in:</p> <ul style="list-style-type: none"> <li>• Accessing financial assistance</li> </ul>	<ol style="list-style-type: none"> <li>1. Take youth to College Goal Sunday or another similar activity <b>(post-secondary educational support)</b></li> <li>2. Ensure that a Twenty-first Century Scholars application has been submitted for the youth and ensure that the name and address is up to date with the Twenty-first Century Scholar office <b>(post-secondary educational support)</b></li> <li>3. Assist youth in accessing systems of financial support including accessing and providing information for: FAFSA, ETV and if applicable Twenty-first Century Scholars monies. <b>(post-secondary educational support)</b></li> <li>4. Provide education on proprietary/private schools and costs/benefits/consequences of such schools <b>(post-secondary educational support)</b></li> </ol>
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<p>Youth takes ownership over their education or becomes their own educational advocate</p>	<p>Young people will demonstrate competency in:</p> <ul style="list-style-type: none"> <li>• Obtaining their educational records</li> <li>• Leading their educational planning</li> </ul>	<ol style="list-style-type: none"> <li>1. Support the youth taking on an increasing level of responsibility over time</li> <li>2. Assist youth with how to obtain education records (<b>academic support</b>)</li> </ol>
<p>Navigation of higher education system</p>	<p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Appropriate social skills for post-secondary education, including appropriate self-disclosure and boundaries</li> </ul> <p>Young people will demonstrate competency in:</p> <ul style="list-style-type: none"> <li>• Identifying when and if they require support services and how to seek out assistance that meets their needs</li> <li>• Gathering and maintaining all necessary documentation to support post-secondary education</li> <li>• Exploring post-secondary housing options</li> </ul>	<ol style="list-style-type: none"> <li>1. Help the youth identify someone in their support network that can provide guidance and support educational goals</li> <li>2. Provide initial support in educational planning (<b>post-secondary educational support, career preparation</b>)</li> <li>3. Advocate for youth engagement in each step of the educational plan</li> <li>4. Connect youth to college readiness/student services program on college campus, if available (post-secondary educational support)</li> <li>5. Assist youth in identifying a supportive adult to accompany him/her to their college orientation  (**If the youth requests that a Chafee IL Service provider attends as the supportive adult, approval must be given ahead of time from an IL Specialist**) </li> </ol>

**OUTCOME AREA: EMPLOYMENT**

**Result:**

- Young people are able to support themselves by obtaining and retaining steady employment and seek career development opportunities.

**\*\*NYTD\*\***

**ALL activities listed under “Provider Responsibilities” are reportable as the NYTD service element “Career Preparation”**

<b>CORE COMPETENCIES</b>	<b>YOUTH OUTCOMES</b>	<b>PROVIDER RESPONSIBILITIES</b>
Resume and Job Application Preparation	Youth will demonstrate the skills to create and maintain a working resume, cover letter, fact sheet (all information needed to complete an application or resume), and a reference list (all contact information for 3-5 individuals who can speak positively about the youth).	<ol style="list-style-type: none"> <li>1. Assist the youth in creating and maintaining a copy of the following: <ul style="list-style-type: none"> <li>• resume</li> <li>• cover letter</li> <li>• application cheat sheet</li> <li>• professional and personal reference list</li> <li>• other necessary career documents based upon the youth’s specific situation</li> </ul> </li> <li>2. Assist the youth with translating how life experiences can apply to various positions and how to include such experiences in a resume.</li> </ol>

Job Search Skills	<ul style="list-style-type: none"> <li>• Youth demonstrate the basic skills to navigate the required paperwork and internet sites to search and apply for employment.</li> <li>• Youth will complete follow up calls/emails after turning in job applications.</li> <li>• Youth will show appropriate conduct when turning in job applications.</li> </ul>	<ol style="list-style-type: none"> <li>1. Assist youth to maintain a job search log, including contact information for potential employers.</li> <li>2. Assist youth in navigating how to search and apply for employment online, in person, through professional networks, at the Work One office, etc.</li> <li>3. Give opportunities to practice completing sample and real applications.</li> </ol>
Professional Conduct	<p>Youth demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Time management</li> <li>• appropriate appearance</li> <li>• appropriate communication with co-workers and supervisors</li> <li>• appropriate workplace interaction</li> <li>• resigning from employment</li> <li>• strategic sharing</li> <li>• work ethic</li> <li>• drug screening process</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide training standards of professional conduct prior to and throughout employment.</li> <li>2. Provide training on and examples of making a good first impression and being formally evaluated.</li> <li>3. Provide information on the actual cost of employment (uniforms, travel, etc).</li> </ol>

<p>Interview Skills</p>	<p>Youth will demonstrate knowledge of appropriate interviewing skills, including:</p> <ul style="list-style-type: none"> <li>• appearance</li> <li>• responses</li> <li>• behaviors</li> <li>• follow up after interview</li> <li>• other applicable skills based upon the youth's specific situation</li> </ul> <p>Youth will translate how life experiences can apply to job</p>	<ol style="list-style-type: none"> <li>1. Plan and prepare youth for practice interview and arrange a practice interview, including preparing questions to ask the employer during the interview.</li> <li>2. Provide training on and examples of appropriate interviewing skills.</li> </ol>
		<ol style="list-style-type: none"> <li>3. Assist youth in identifying their experiences and skills and help them translate those into potential employment.</li> </ol>
<p>Career Exploration</p>	<ul style="list-style-type: none"> <li>• Youth will have knowledge of how their strengths and interests can lead to a career and what education is necessary to meet their goals.</li> <li>• Youth will have a multi-year career and educational plan.</li> <li>• Youth will identify short- and long-term employment goals.</li> <li>• Youth will understand job requirements, beyond educational credentials.</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide opportunities for youth to participate in credible, formal assessments and inventories to assist in identifying potential career paths.</li> <li>2. Assist youth with a thorough exploration of their strengths, interests and abilities and how those might lead to a career or job.</li> <li>3. Help youth identify level of education required to meet short-term and long-term employment goals.</li> </ol>

<p>Career Development</p>	<ul style="list-style-type: none"> <li>• Youth can identify the internship and apprenticeship options available in their career field of choice.</li> <li>• Youth demonstrate the ability to learn from both good and bad work experiences</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide opportunities for youth to explore internship and apprenticeship options available in several career fields.</li> <li>2. Provide opportunities for youth to explore positive and negative past experiences and explore lessons learned from those experiences.</li> </ol>
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**OUTCOME AREA: FINANCIAL AND ASSET MANAGEMENT**

**Result:**

- Young people will effectively manage their personal finances.

**\*\*NYTD\*\***

**ALL activities listed under “Provider Responsibilities” are reportable as the NYTD service element “Budget and Financial Management.”**

CORE COMPETENCIES	YOUTH EXPECTATIONS	PROVIDER RESPONSIBILITIES
Ability to Perform Basic Banking Functions	Youth will demonstrate an understanding of the following: <ul style="list-style-type: none"> <li>• Selecting a bank</li> <li>• Roles of bank personnel</li> <li>• Distinguishing between savings and checking/debit accounts and other types of accounts</li> <li>• Banking fees and services</li> </ul>	<ol style="list-style-type: none"> <li>1. Assist youth in understanding how to navigate the banking system.</li> <li>2. Support youth in choosing the best banking system to meet their needs.</li> </ol>
Ability to Budget and Manage Money	Youth will demonstrate an understanding of the following: <ul style="list-style-type: none"> <li>• The difference between fixed and flexible expenses</li> <li>• Income and how to read a pay stub</li> <li>• How to read and pay bills</li> <li>• Budgeting techniques and the importance of savings</li> <li>• Saving strategies</li> <li>• Using banking tools, such as money orders, checks, and deposit slips</li> <li>• Record keeping techniques, including keeping paperwork current if their income is based on public resources</li> </ul>	<ol style="list-style-type: none"> <li>1. Assist youth in building financial literacy skills.</li> <li>2. Assist youth in developing a budget based upon fixed and flexible expenses and income.</li> <li>3. Assist youth in recognizing the differences between “needs” and “wants”.</li> </ol>

<p>Understanding the Pros and Cons of Credit</p>	<ul style="list-style-type: none"> <li>• Youth will be aware of the benefits and consequences of using credit cards and the impact bad credit can have on their future</li> <li>• Youth will know how to access and read credit reports, including the purpose of credit score</li> <li>• Youth will know the difference between good credit cards and bad credit cards (APR, credit limit, fees, grace period, interest rate, annual vs. initial fees, etc.)</li> <li>• Youth will understand the advantages and disadvantages of instant credit (i.e. RTO stores, payday advances, other scams and predatory practices)</li> </ul>	<ol style="list-style-type: none"> <li>1. Assist youth in obtaining a credit report</li> <li>2. If a credit report is not available online then a paper application should be completed.</li> <li>3. If any inaccuracies are present in the credit report, assist the youth in pursuing needed corrective actions</li> <li>4. Assist youth in learning and understanding: <ul style="list-style-type: none"> <li>• benefits and consequences of credit</li> <li>• credit reports and credit scores</li> <li>• instant credit</li> <li>• information about obtaining credit</li> <li>• consequences of predatory lending practices</li> </ul> </li> </ol>
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<p>Ability to File Taxes and Understand the Basics of Local, State and Federal Taxes</p>	<ul style="list-style-type: none"> <li>• Youth will know how to locate critical tax forms and be able to identify the uses for those forms</li> <li>• Youth will know how to read and complete common tax forms</li> <li>• Youth will be aware of timelines/deadlines associated with taxes and will demonstrate this knowledge</li> <li>• Youth will be aware of different options for completing taxes and the cost of those options</li> <li>• Youth will understand why we pay taxes and the use of federal, state and local taxes and sales taxes</li> <li>• Youth will understand the basics of payroll taxes and will know what to withhold from their paycheck</li> <li>• Youth will be aware of their eligibility for tax credits, if any</li> </ul>	<ol style="list-style-type: none"> <li>1. Assist youth in locating forms and resources; benefits and penalties associated with filing taxes, etc.</li> </ol>
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**OUTCOME AREA: PHYSICAL AND MENTAL HEALTH**

**Result:**

- Young people’s physical, dental and mental health needs are met.

**\*\*NYTD\*\***

**ALL activities** listed under “Provider Responsibilities” are reportable as the NYTD service element **“Health Education and Risk Prevention”**

<b>CORE COMPETENCIES</b>	<b>YOUTH EXPECTATIONS</b>	<b>PROVIDER RESPONSIBILITIES</b>
<p>Accessing Healthcare</p>	<ul style="list-style-type: none"> <li>• Youth will have identified providers for vision, mental health, physical and dental care</li> <li>• Youth will have had a medical appointment within the last year</li> <li>• Youth will be able to identify the consequences of missing medical appointments</li> <li>• Youth will demonstrate that they know about co-pays</li> <li>• Youth will have the knowledge and ability to seek answers to questions about healthcare coverage</li> <li>• Youth will know how to change medical providers</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide education on local vision, medical, mental health, and dental health care providers; and how to change health care providers if needed.</li> <li>2. Assist youth with navigating access to medical treatment.</li> <li>3. Educate youth about the ramifications of missed appointments.</li> <li>4. Help the youth understand co-pays</li> </ol>

<p>Knowing how to obtain health history</p>	<ul style="list-style-type: none"> <li>• Youth will understand how to obtain medical records</li> <li>• Youth will demonstrate basic understanding of HIPAA</li> <li>• Youth will have a copy of their medical passport from FCM</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide training to youth regarding: <ul style="list-style-type: none"> <li>• Obtaining medical records</li> <li>• Reviewing medical records</li> <li>• Connecting with appropriate resources</li> <li>• HIPPA</li> </ul> </li> </ol>
<p>Access to appropriate systems</p>	<ul style="list-style-type: none"> <li>• Youth will be able to voice their needs for adult DMHA, BDDS, and/or IL services according to their needs</li> <li>• Youth will know how to fill prescriptions</li> <li>• Youth will understand the differences between generic and name brand prescriptions, including formulary and non-formulary for the most cost effective prescription.</li> </ul>	<ol style="list-style-type: none"> <li>1. Educate youth regarding how to communicate with medical providers and pharmacists.</li> <li>2. Educate youth regarding how to advocate for specific health care needs, including seeking a second opinion when they do not agree with their doctor and/or identifying medication side effects</li> </ol>
<p>Prevention and Maintaining a Healthy Lifestyle</p>	<ul style="list-style-type: none"> <li>• Youth will maintain a healthy lifestyle</li> <li>• Youth will understand the benefits and consequences of using emergency services vs. using a primary medical provider</li> <li>• Youth will have a full scope understanding of pregnancy, including the financial impact</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide education on: <ul style="list-style-type: none"> <li>• Maintaining a healthy lifestyle</li> <li>• Emergency care vs. care from a primary care physician</li> <li>• STD and pregnancy prevention</li> <li>• Domestic Violence</li> </ul> </li> </ol>

**OUTCOME AREA: HOUSING**

**Result:**

- Young people have and maintain safe, stable and affordable housing that allows for access to services and transportation.

**\*\*NYTD\*\***

**ALL activities** listed under “Provider Responsibilities” are reportable as the NYTD service element **“Housing Education and Home Management”**

<b>CORE COMPETENCIES</b>	<b>YOUTH OUTCOMES</b>	<b>PROVIDER RESPONSIBILITIES</b>
Understanding Available Housing Resources	Youth will understand: <ul style="list-style-type: none"> <li>• Tenant and lease rules and responsibilities</li> <li>• How to access rent and utility subsidies</li> <li>• The benefits and consequences of using a payee</li> </ul>	1. Provide education on: <ul style="list-style-type: none"> <li>• Tenant and lease rules and responsibilities</li> <li>• Accessing rental and utility subsidies</li> <li>• Using a payee</li> </ul>
Financial Resources	Youth will understand: <ul style="list-style-type: none"> <li>• The benefits, consequences and responsibilities associated with a co-signer/roommate</li> <li>• How to turn on, utilize and pay for utilities</li> <li>• The benefits and costs of renters’ insurance</li> <li>• Credit and loan/mortgage issues associated with housing</li> <li>• The benefits, consequences and costs of home ownership</li> </ul>	1. Provide education on: <ul style="list-style-type: none"> <li>• Having a co-signer and/or roommate</li> <li>• Utilities</li> <li>• Security deposits and utility deposits</li> <li>• Renters insurance</li> <li>• Home ownership</li> </ul> 2. Use the wage calculator tool provided by the IHCD to assist youth in understanding the costs associated with the different types of housing.

Homelessness Prevention	<p>Youth will understand:</p> <ul style="list-style-type: none"> <li>• Available housing options</li> <li>• How to leave housing appropriately</li> <li>• Youth will demonstrate: <ul style="list-style-type: none"> <li>○ The ability to handle a housing crisis, if necessary</li> <li>○ Appropriate landlord communication</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Provide education on: <ul style="list-style-type: none"> <li>• Available, appropriate, and affordable housing</li> <li>• Vacating a housing arrangement</li> <li>• Handling of a housing crisis</li> <li>• Landlord communications</li> </ul> </li> <li>2. Work with IHCD A to utilize the homelessness prevention curriculum: Provider will utilize homeless vulnerability assessment provided by the IHCD A.</li> </ol>
Housing Options	<p>Youth will understand:</p> <ul style="list-style-type: none"> <li>• Available supportive housing options</li> <li>• How to locate housing using multiple methods</li> <li>• How to choose safe and affordable housing, including considering included utilities and amenities</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide education on: <ul style="list-style-type: none"> <li>• Supportive housing options</li> <li>• A variety of methods to locate housing</li> <li>• How to choose safe and affordable housing, including consideration of included amenities (i.e., dead bolt, windows that lock, kitchen appliances, etc.)</li> </ul> </li> <li>2. Arrange for youth to visit an apartment or home for rent.</li> </ol>
Housing Stability	<p>Youth will understand:</p> <ul style="list-style-type: none"> <li>• Tenant rights and responsibilities associated with their lease</li> <li>• The definition of visitors, guests, household composition</li> <li>• Various ways to manage their utility cost and consumption</li> <li>• Consequences of violating lease rules</li> <li>• How to repair rental history</li> <li>• How to get housing back once lost</li> <li>• Home safety</li> </ul>	<ol style="list-style-type: none"> <li>1. Review the lease, tenant’s Rights and Responsibilities with youth</li> <li>2. Encourage youth to attend apartment orientation</li> <li>3. Provide education on: <ul style="list-style-type: none"> <li>• Consequences of violating lease rules</li> <li>• Keeping utility costs affordable</li> <li>• Vacating housing appropriately</li> <li>• Repairing rental history</li> <li>• Home safety</li> </ul> </li> </ol>

**OUTCOME AREA: ACTIVITIES OF DAILY LIVING**

**Result:**

- Young people will effectively manage their independent living/transition plan and demonstrate daily living skills.

**\*\*There may be a portion of youth who cannot meet this full goal. Youth will achieve their fullest potential\*\***

CORE COMPETENCIES	YOUTH OUTCOMES	PROVIDER RESPONSIBILITIES
Basic living skills	<ul style="list-style-type: none"> <li>• Youth will know how to perform activities of daily living, including cooking, cleaning, doing laundry, comparison shopping, etc.</li> <li>• Youth will demonstrate appropriate personal hygiene</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide resources and support to ensure youth are able to perform activities of daily living</li> <li>2. Provide opportunities for youth to practice daily living skills</li> </ol>
Social Skills	<ul style="list-style-type: none"> <li>• Youth will understand appropriate boundaries and practice strategic sharing</li> <li>• Youth will be aware of civic engagement opportunities and the benefits of participation</li> <li>• Youth will engage appropriately with peers</li> <li>• Youth will know healthy rules, conflict resolution and time management</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide resources and support to youth to develop healthy social skills, including but not limited to:               <ul style="list-style-type: none"> <li>• Boundaries and strategic sharing</li> <li>• Conflict resolution</li> <li>• Etiquette</li> <li>• Mentoring</li> </ul> </li> </ol>
Have legal documents and knowledge on how to obtain documents	<ul style="list-style-type: none"> <li>• Youth will have in their possession their driver's license/state ID, birth certificate, social security card or other documentation that applies to youth's specific needs</li> </ul>	<ol style="list-style-type: none"> <li>1. Assist youth in obtaining vital records</li> </ol>

<p>Navigation or access to public systems and community resources</p>	<p>Youth will know how to locate and access the following systems:</p> <ul style="list-style-type: none"> <li>• Legal</li> <li>• DCS Medicaid</li> <li>• TANF</li> <li>• Food Stamps</li> <li>• Childcare Vouchers</li> </ul>	<p>1. Assist youth in locating and accessing the legal, Medicaid, TANF, food stamps, and child care systems, if applicable.</p>
<p>Health/Financial</p>		<p>Refer to other sections of the service standards</p>
<p>Family and Healthy Relationship Education</p>	<p>Youth will understand:</p> <ul style="list-style-type: none"> <li>• How to avoid peer pressure</li> <li>• How to effectively communicate and advocate to have desired needs met</li> <li>• How to develop and build appropriate relationships and set boundaries with family, friends and significant partners.</li> <li>• How to build social capital and develop permanent relationships</li> <li>• Parenting and Co-parenting skills and parental responsibilities</li> <li>• Critical aspects of child development education, safe sleep, shaken infant, child care, and family planning</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide education, resources, support in healthy relationship skill building and development</li> <li>2. Assist youth in identifying at least one reliable caring adult in his or her life who can serve as a stable, ongoing connection.</li> <li>3. When appropriate, provide support to youth in exploring connections with his or her biological family members and in maintaining healthy relationships with them.</li> <li>4. Encourage youth to develop appropriate peer supportive networks through participation in group activities of youth with similar interests.</li> <li>5. Ensure youth have appropriate pre and post-natal services to support the developmental needs of both the youth and their child.</li> </ol>

		6. Assist youth in learning how to navigate service systems and act as a support to ensure youth understands how to get their child (s) needs met once they age out of foster care.
Safety	<p>Personal:</p> <ul style="list-style-type: none"> <li>• Youth will be aware of surroundings</li> <li>• Youth will understand basic safety plans, including information that they should carry with them</li> <li>• Youth will always let someone know their whereabouts</li> </ul> <p>Household:</p> <ul style="list-style-type: none"> <li>• Youth will know what to do to keep themselves safe during natural disasters.</li> <li>• Youth will know what to do to prevent and keep themselves safe in a fire</li> <li>• Youth will have functional locks to their residences and will understand the importance of keeping doors locked</li> </ul> <p>Internet:</p> <ul style="list-style-type: none"> <li>• Youth will understand the potential hazards associated with online social networking, including appropriate and inappropriate information to share on social networking sites.</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide basic safety education</li> <li>2. Educate youth on legal consequences related to drinking and driving</li> <li>3. Educate youth on substance abuse.</li> <li>4. Educate youth on legal rights and responsibilities, including what to do if the youth is a victim of a crime</li> <li>5. Educate youth on domestic violence</li> </ol>

**OUTCOME AREA: YOUTH ENGAGEMENT**

**Result:**

- Youth will have the opportunity to participate in activities that ensure they are meaningfully and actively engaged in decisions that affect them and their community

<b>CORE COMPETENCIES</b>	<b>YOUTH OUTCOMES</b>	<b>PROVIDER RESPONSIBILITIES</b>
Engagement on Personal Level	<ul style="list-style-type: none"> <li>• Youth will demonstrate self-advocacy skills</li> <li>• Youth will have knowledge of court proceedings, roles of court participants, and how to self-advocate within court proceedings</li> <li>• Youth will demonstrate effective self-advocacy skills in multiple situations</li> <li>• Youth will demonstrate leadership skills and seek opportunities to apply them</li> <li>• Youth will be able to state the benefits of having/being an appropriate role model</li> <li>• Youth will demonstrate knowledge of awareness of resources</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide education and opportunities for youth to gain self-advocacy knowledge and skills.</li> </ol>

Engagement on Community Level	<ul style="list-style-type: none"> <li>• Youth will understand the benefits of volunteering and how to locate volunteer opportunities in their own communities</li> <li>• Youth will recognize the value of civic engagement</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide education and opportunities for youth to gain knowledge and skills in volunteerism and community engagement</li> </ol>
Engagement on Youth Advocacy/Public Policy Level	<ul style="list-style-type: none"> <li>• Youth will have basic knowledge of how public policies are created and the legislative processes</li> <li>• Youth will demonstrate that they know how to research and locate resources of interest</li> <li>• Youth will know how to access, influence and/or participate in Youth Advisory Board activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide education and opportunities for youth to gain advocacy knowledge and skills. <ul style="list-style-type: none"> <li>• Indiana Youth Advisory Board</li> </ul> </li> </ol>

## **II. ON CALL RESPONSIBILITY**

The Service Provider shall be available 24/7 for emergencies and provide a written on call plan. A written on call plan will be provided to the DCS Collaborative Care team Division Manager, Supervisor and Independent Living Specialist. The on call plans should detail the agency on call process / procedure and contact information.

## **III. STAFFING QUALIFICATIONS**

### **A. Direct Worker**

Service Provider staff who provide direct case work must have a bachelor's degree in social work, psychology, sociology, or a directly related field. Service Provider direct case workers shall carry a case load according to the following ranges:

- OY Services only: 18-22
- Collaborative Care: 12-15
- Voluntary Services: 25-30

### **B. Supervisor**

Service Provider supervisors must have a master's degree in social work, psychology, or other directly related human services field OR a bachelor's degree with minimum of 5 years of experience in social services, case management, education in a community setting, or other relevant experience.

Supervision/consultation is to include not less than one (1) hour of face to face supervision/consultation per 20 hours of direct client services provided, not occur less than every two (2) weeks. The Service Provider Supervisor is responsible for ensuring direct workers are engaging clients delivering individual based services based on the OYS service standards and OYS protocol. The Supervisor is responsible for consulting with direct workers to address case management barriers and review client service delivery.

All staff who have contact with youth must be aware of and sensitive to a racial, sexual or gender preference, cultural, ethnic, religious and linguistic differences. Services will be conducted with behavior and language that demonstrates respect for socio- cultural values, personal goals, life-style choices, as well as complex family (biological or other) interactions; services will be delivered in a neutral valued culturally competent manner.

## **IV. DOCUMENTATION REQUIREMENTS**

### **A. Service Access**

Services must be accessed through a valid DCS or Juvenile Probation referral. Referrals are valid from the start date until the end date as identified on the referral form, when the youth ages out of Collaborative Care, or when their CHINS case closes. Providers must initiate, via a 3CM, a reauthorization for services to continue beyond the approved period.

### **B. Case Record Documentation**

The Service Provider is responsible for necessary case record documentation of service eligibility for CHINS and probation youth must include:

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1. Authorized DCS/probation Referral
2. Case Plan indicating the need for older youth services for Chafee Older Youth Services and Chafee Voluntary Older Youth Services
3. Initial Casey Life Skills Assessment and ongoing assessments every year during the service provision period
4. Other identified assessments
5. Learning Plan for successful adulthood
6. Additional plans
7. Documentation of regular contact with the referred youth and the DCS
8. Monthly written reports on the required form regarding the progress of the youth provided to the referral source via the NYTD web portal. This report must include the youth's full name and MaGIK number. All reports must be turned in by the **10th of the month** unless otherwise specified by the referring party.
9. Completed Youth Satisfactory Survey

### **C. Quarterly Regional Older Youth Meetings**

All contracted Service Providers will have at least one representative present at the Quarterly Regional Older Youth Meeting. Quarterly Regional Older Youth meetings are designed to inform the DCS local staff about the Older Youth Initiatives (OYI) program and services as well as connect local office field staff to their area Older Youth service provider and Collaborative Care team, in the regions which they serve. Chafee and Collaborative Care Provider will attend provider meetings. Provider meetings are held with DCS OYI and CC management staff to provide high level updates and overview of older youth program and services which includes identifying service gaps and providing solutions to meet the needs of the youth.

### **D. Monthly Reporting**

The Service Providers are responsible for providing monthly reports. All reports must be typed and prepared in Microsoft Word or Adobe format. Reports must detail the date and time of day spent with the youth and the goal the youth is working toward. The narrative of the report should detail what goal orientated activities occurred during the time being billed. The approved format is located on the website of the Department of Child Services at [DCS Older Youth Initiatives: Forms](#). Monthly reports are to be submitted to the DCS KidTraks portal. Other means of submitting reports may be accepted upon request; however, will not be recognized as the official report. The signature of the individual service provider, including the date in which the report was completed, who writes an older youth services report is required on all reports. A hand signature is preferable, but if the individual agency does not have the technology to provide an uploaded report with a hand signature then a typed signature will suffice. Youth signatures on monthly reports are required for auditing purposes, but are not required prior to submission into the web portal.

#### **a. National Youth in Transition Database (NYTD) Reporting**

Data must be reported monthly regarding Older Youth services provided to youths over the age of 15. This federal and state requirement is fulfilled by service providers submitting their monthly provider reports, life skills assessment and learning plan by the 10th of the month, through the NYTD web portal, which can be accessed through KidTraks.

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When submitting monthly reports, providers are also required to mark which service elements, were provided to every youth during a report period. The information regarding service elements that are required for Chafee older youth service providers to submit are in compliance with the Chafee National Youth in Transition Database; Final Rule and all technical documents that support the information described in this rule. Providers can be assigned user names and passwords through the DCS NYTD helpdesk email ([dcsnytd@dcs.in.gov](mailto:dcsnytd@dcs.in.gov)). Monthly report templates, definitions and an informational webinar can be found through the following link: [DCS: NYTD](#). Failure to upload monthly reports on time or through the NYTD web portal will result in the denial of all claims submitted for each reporting period missing a monthly report.

Service element descriptions can be found in two separate places:

1. In the Service Standards under section II, Broker of Services Matrix under each outcome area description, the NYTD service element are identified in (bold).
2. Each of the federal service elements, definitions and examples from Indiana’s Service Standards can be found by following the link: [DCS: NYTD](#). Please note that not all service activities listed in Indiana’s Service Standards are reportable as a NYTD service element. Additionally, some activities can be reported under two NYTD service elements. Questions regarding NYTD reporting should be directed to the email box: [dcsnytd@dcs.in.gov](mailto:dcsnytd@dcs.in.gov).

#### **b. NYTD Service Log Report**

The older youth initiatives team will pull service log reports to review service delivery and the amount of time provider spend providing services within each performance measure. NYTD service logs are used to assist providers with enhancing services by looking at data trends within the service area.

### **V. DATA COLLECTION**

#### **A. Older Youth Services Monthly Snapshot**

Service Providers shall submit a monthly data snapshot detailing the type of services provided per youth and the financial cost per youth. The report is due the **10<sup>th</sup> day of each month**. The monthly data snapshot is a supporting document of each provider’s service delivery.

#### **B. Annual Review and Outcomes Report**

The Service Providers shall to provide an annual review of their service delivery and outcomes data. The annual review and outcomes report is due by the **10<sup>th</sup> day of August**. The Service Providers shall provide detailed information on how their services were delivered in each performance measure, interventions or protective factors provided and stakeholder collaborations. The report will also describe barriers to services and how services can be enhanced.

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## **VI. CONTINUOUS QUALITY IMPROVEMENT & QUALITY ASSURANCE**

### **A. Continuous Quality Improvement**

All Service Providers will be responsible for completing yearly Continuous Quality Improvement (CQI) project. The Service Providers shall use the Plan – Do – Study – Act CQI framework. The Service Provider shall utilize the CQI process to address service gaps to improve service delivery and outcomes. The Service Providers shall identify a CQI champion and develop a CQI team that will consist of at least 1 youth and utilize data to inform decisions. The department may provide training on the plan – do – study – act framework while available. Service Providers shall adhere to the fidelity of the model.

### **B. Quality Assurance**

All Service Providers must maintain the quality and performance of Older Youth Services service delivery. Service Providers shall ensure all case records maintain the appropriate case documentation and ensure oys services are being delivered in the most appropriate way to meet the individualized needs of youth.

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